

Subject: Social Science Exploratory

Grade Level: 8

Instructional Block #2 of the Grade 8 Integrated Instructional Guide: “The Chinese in Early Idaho”

International Education: “A Chinaman’s Chance”

Teachers should allow approximately four to five 50-minute class periods to complete this lesson.

I. Content:

I want my students to understand (or be able to):

- A. Understand the patterns and processes of Chinese migration and diffusion into Idaho and the ways in which Chinese migration has influenced the character of Idaho.
- B. Analyze the economic motives of Chinese immigrants that have come to Idaho.
- C. Describe the history, interactions, and contributions Chinese have made to Idaho.
- D. Understand the hardships and obstacles that Chinese immigrants had to overcome to be accepted and successful in early Idaho.

II. Prerequisites:

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. Understand the concepts of immigration and migration.
- B. Understand the various immigrant groups that make up Idaho’s population and why they came to Idaho.
- C. Understand the difficult and unique social and economic situations that existed in China during the 1800’s.

III. Instructional Objective(s):

The students will:

- A. Research Chinese immigration to Idaho and their role in shaping Idaho’s unique history.
- B. Learn about the life of one of the famous Chinese immigrants, Polly Bemis, by analyzing her personality traits and how those traits helped her to face life’s challenges in early Idaho.
- C. Analyze, organize and interpret information to aid in the construction of a timeline showing the life of Polly Bemis in relationship to other important Idaho historical events and Chinese American events in Idaho history.

IV. Materials and Equipment

Teacher:

- A. Slide Show, “The Chinese in Early Idaho,” borrowed from the Idaho State Historical Museum. For more information call (208) 334-2120

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- B. The book, *Polly Bemis A Chinese American Pioneer*, by Priscilla Wegars, published by Backeddy Books.
- C. Timeline Rubric (See Handout)
- D. Student Group Evaluations (See Handout)

Student:

- A. Computers for research
- B. Large role of white butcher paper for Timelines
- C. Art Supplies to construct Timelines
 - 1. Crayons
 - 2. Markers
 - 3. Colored Pencils
 - 4. Construction Paper
 - 5. Glue
 - 6. Scissors
 - 7. Stencils

V. Instructional Procedure:

- A. Prior to this lesson, teachers should lecture to their students on the concepts of immigration and migration and the various cultural groups that immigrated to Idaho from around the world and why these groups have come to Idaho.
- B. Show the Slide Show, “The Chinese in Early Idaho” available through the Idaho State Historical Museum by calling (208) 334-2120.
- C. After the Slide Show read the book *Polly Bemis: A Chinese American Pioneer* to the class.
- D. After reading the text discuss with your students what they have learned: The following questions may help get you and your students started:
 - 1. What were some of the major life changing events for Polly Bemis?
 - 2. What hardships did Polly Bemis face in her life and what personality traits might she have possessed that helped her persevere.
 - 3. What personality traits did Polly Bemis possess that helped her become one of Idaho’s most famous Chinese American immigrants?
- E. After your classroom discussion, introduce the concepts of a timeline.
 - 1. Show students an example of a timeline.
 - 2. Talk about how timelines show a chronological sequence of historical events.
- F. Split students into groups of three to four students per group depending on class size.
- G. Assign students the task of creating an Idaho timeline that outlines major events in the life of Polly Bemis in relationship to other important Idaho

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historical events and Chinese American events in Idaho history. (See Timeline Rubric for details.)

- H. Hand out Timeline Rubric and review. Make sure that students understand what is expected of the final product. (See Handout)
- I. After students have completed their timelines, have students present their timelines to the class and put them on display.

VI. Assessment / Evaluation:

- A. Students should be evaluated based on the seven guidelines outlined in the timeline rubric (See Handout).
- B. Have students use Student Group Evaluations to assess their group members’ participation in the project (See Handout).

VII. Idaho Achievement Standards:

- 4.SS.1.2.2 Describe the role of the discovery of gold and other minerals in the settlement of Idaho.
- 4.SS.1.2.3 Analyze and describe the immigrant experience in Idaho.
- 4.SS.3.1.4 Identify goods and services in early Idaho settlements.
- 4.SS.4.4.1 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.
- 4.SS.5.1.1 Analyze the roles and relationships of diverse groups of people from other parts of the world who have contributed to Idaho’s cultural heritage and impacted the state’s history.
- 4.SS.5.1.2 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from different parts of the world.
- 5.SS.1.1.4 Identify influential political and cultural groups throughout American history.
- 6-9.GEH.2.4.2 Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.
- 6-9.GEH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.
- 6-9.WHC.2.3.1 Identify main reasons for major migrations of people.
- 6-9.WHC.3.1.2 List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.
- 6-12.USH1.1.2.2 Explain the motives and consequences for the involuntary immigration to North America..
- 6-12.USH1.1.5.1 Examine the development of diverse cultures in what is now the United States.

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6-12.US.1.1.5.5 Explain the United States territorial expansion between 1801 and 1861 and identify internal and external conflicts.

6-12.US.1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights.

VIII. Follow Up or Extension Activities:

- A. Watch the video *1,000 Pieces of Gold*, a fictionalized version of the Polly Bemis story. (Video should be previewed for audience appropriateness)
 1. Explain to students the differences between historical fact and historic interpretation.
 2. Have students do a comparison and contrast matrix comparing the Priscilla Wegars book version (*Polly Bemis: A Chinese American Pioneer*) and the video version (*1,000 Pieces of Gold*) of the Polly Bemis story.
 3. Discuss with students the differences that were found.
- B. Have students make a list of personality traits that would be needed or useful to survive if you were an early Chinese American pioneer in Idaho. Have the students analyze how those personality traits could help them cope with the challenges they face as teenagers in our modern society.

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Points	10	8	6	4	Score
Content and Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (75%) of the events reported on the timeline.	Facts were often inaccurate for the events that were reported on the timeline.	
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.	
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.	The student cannot use the timeline effectively to describe events nor to compare events.	
Graphics	All graphics are effective and balanced with text use.	All graphics are effective, but there appear to be too few or too many.	Some graphics are effective and their use is balanced with text use.	Several graphics are not effective.	
Documentation of Events	The timeline contained at least 10 events related to the topic being studied.	The timeline contained at least 8 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.	
Legibility	The timeline was constructed using legible handwriting, typing, or printing.	The timeline was constructed using marginally legible handwriting, typing, or printing.	The timeline was constructed using writing that is not legible in places.	The timeline was constructed using writing that is not legible.	
Mechanics	Timeline contained no grammatical errors.	Timeline contained few grammatical errors.	Timeline contained some grammatical errors.	Timeline contained many errors.	
Total:					

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**The Chinese In Early Idaho Timeline
Grading Rubric**

Group Evaluation Forms

Your Name: _____

Grade You Feel You Should Receive: _____

What You Did To Contribute To The Project:

Group Member Name: _____

Grade They Should Receive: _____

What Group Member Did To Contribute To The Project:

Group Member Name: _____

Grade They Should Receive: _____

What Group Member Did To Contribute To The Project:

Group Member Name: _____

Grade They Should Receive: _____

What Group Member Did To Contribute To The Project:
